DOCUMENT RESUME

ED 036 916 EC 004 851

TITLE	Guidelines for the Development and Evaluation of Programs for Gifted Children; 1969 Curriculum Circular No. 2.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE	Sep 69
NOTE	28p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.50
DESCRIPTORS	Acceleration, Administrator Guides, Administrator Responsibility, Enrichment Programs, *Exceptional Child Education, *Gifted, Grouping (Instructional Purposes), Identification, Individual Characteristics, Inservice Teacher Education, Program Administration, Program Evaluation, Program Planning, *State Programs, Teacher Qualifications
IDENTIFIERS	Iowa

ABSTRACT

Definitions, identification, and characteristics of gifted children are considered. Other areas covered are administrative responsibility, principal role, teacher qualifications, and inservice education. Objectives in program development are discussed as are program evaluation and differential education, including programs for enrichment, acceleration, and grouping. (JD)

869C-567C

ED036916

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

1969 Curriculum Circular No. 2

GUIDELINES FOR THE DEVELOPMENT AND EVALUATION OF PROGRAMS FOR GIFTED CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RC004 851E

September 1969

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines

STATE BOARD OF PUBLIC INSTRUCTION

LESTER D. MENKE	Calumet (President)
JOHN D. WARIN	Maloy (Vice President)
MRS. RICHARD G. COLE	Decorah
RICHARD H. DELANEY	Burlington
DR. JACK D. FICKEL	Red Oak
NOLDEN I. GENTRY	Des Moines
MRS. VIRGIL E. SHEPARD	Allison
MRS. EARL G. SIEVERS	Avoca
DR. JAMES M. WALTER	Ames

DEPARTMENT OF PUBLIC INSTRUCTION

Administration

PAUL F. JOHNSTON	Superintendent of Public Instruction and Executive Officer of the State Board of Public Instruction
DAVID H. BECHTEL	Administrative Assistant
W. T. EDGREN	Assistant Superintendent-Administration
L. N. JENSEN	Assistant Superintendent-Instruction
WILLIAM M. BALEY	Assistant Superintendent-Area Schools

Curriculum and Instruction Branch

William J. Edgar, Director, Division of Curriculum
Edith Munro, Consultant, Elementary Education

FOREWORD

One of the most significant movements in education today is designed to increase educational opportunities for gifted children. The development of every individual to his maximum potential is the basic goal of education. The ideal of equal educational opportunity implies a recognition of differences in both ability and needs of children. A curriculum which satisfies the large majority of children may not take care of the needs of the outstanding students. These children need and are entitled to have a learning program that helps them discover, develop, and enjoy their own potentialities. James J. Gallagher summarizes his conclusions about this problem:

1. Gifted children are among our most important national resources.

2. Our public educational system has not been doing the most efficient job possible for these children.[1]

Educators are increasingly accepting their responsibility to provide for the gifted child those opportunities which are rich and challenging in all areas of knowledge. This necessitates providing a differentiated program of instruction adapted to varying levels of ability. These programs need to be deliberately and carefully planned. At first they could be experimental and developmental in nature, becoming an integral part of the school program when adequately tested.

This publication arises from the desire of the Iowa State Department of Public Instruction to motivate the development and improvement of local educational programs for gifted children. It is hoped that these guidelines will be so helpful to local districts that they will:

---

[1]James J. Gallagher, The Gifted Child in the Elementary School (Washington, D. C.: Department of Classroom Teachers, American Research Association of the National Education Association, 1959).

1. Stimulate school personnel to evaluate their programs and determine whether the needs of all children are being met.
2. Provide guidelines for the development and appraisal of programs for gifted children.

GUIDELINES FOR THE DEVELOPMENT AND EVALUATION OF PROGRAMS FOR GIFTED CHILDREN

Leadership: An Administrative Responsibility

The development of a program for gifted children should be established upon the foundation of broad policies adopted by the local school board and appropriate for conditions in that district. The best program will develop when:

1. Administrators, principals, and other personnel study recent research, already existing programs, and conditions in their own district.
2. Both school and community investigate the needs and resources of the community, study all pertinent factors, and become involved in decisions in order to develop policies relating to the education of gifted children.
3. The administrators implement local board policies and establish a framework within which a meaningful program can be developed.
4. The entire staff is informed and supports the program.
5. Parents of gifted children are informed and involved.

Who Is the Gifted Child?

Many answers to this question have been formulated.

In his study, Analysis of Research on the Education of Gifted Children,[2] Gallagher has made the following distinctions in defining giftedness:

---

[2]James J. Gallagher, Analysis of Research on the Education of Gifted Children (Springfield: Illinois Office of the Superintendent of Public Instruction, 1960).

1. Highly gifted--those who have an IQ of 148 or above

2. Gifted--those who have an IQ of 132 or above

A broader definition would include not only intellectually superior children but also highly creative and talented children. Paul Witty's definition as adopted by the Association for Gifted Students is the most widely accepted:

> "A child is gifted when his performance in a worthwhile type of human endeavor is consistently remarkable."[3]

It is within this broad concept that the word gifted will be used. Each district will need to develop its own definition in terms of its needs and resources.

How Are Gifted Children Identified?

A well-planned program of identification is a necessary step in selecting gifted children. A good procedure should be systematic, comprehensive, and include all children. It should consist of a number of criteria, both objective and subjective. The initial processes used for identification are group and individual intelligence tests, group achievement tests, and the judgment of teachers and counselors.

The limitations of each method need to be considered. The following table lists the most frequently used methods with their limitations:

---

[3]American Association for Gifted Children, The Gifted Child, Paul Witty, editor (Boston: D. C. Heath and Company, 1951).

METHODS OF IDENTIFYING GIFTED CHILDREN[4]

Method	Limitations
Individual intelligence test	The best method, but expensive in use of limited professional time and services. Not practical as general screening tool in schools with limited psychological services.
Group intelligence test	Generally good for screening. May not identify those with reading difficulties and emotional or motivational problems.
Achievement test batteries	Will not identify underachieving gifted children. Otherwise, same limitations as group intelligence test.
Teacher observation	May miss underachievers, motivational problems, emotional problems, and children with belligerent or apathetic attitudes toward the school program. Definitely needs supplementing with standardized tests of intelligence and achievement (see above).

Since each method has its limitations, a good identification program never relies on a single technique but on a wide variety of criteria. Such a program makes use of teacher judgment. However, research has shown teacher judgment to be fallible. To decrease the possibility of teacher misjudgment, inservice training for teachers concerning the behavioral characteristics of gifted children is needed.

---

[4]James J. Gallagher, op.cit.

The classroom teacher, with the help of the principal and counselor, should:

- Study all test scores.
- Observe the pupil's behavior.
- Recognize special skills and talents.
- Study cumulative records.
- Confer with psychologist, parents, and special education consultants.
- Initiate requests for individual intelligence tests.

It is essential that all data be carefully recorded and easily available.

What Are the Characteristics of Gifted Children?

There may be a wide variety of methods used to identify gifted children, but there is nearly unanimous agreement that early and continuous identification is important. Hildreth says that the earlier a gifted child is identified, the more time there is for him to benefit from a well-planned educational program.[5]

If these children are to be found, teachers, administrators, psychologists, and other personnel must know the behavioral characteristics common to most gifted children. They may be superior in some ways and average or below in others. Many authorities believe that they tend to do their best work in reading and language and their poorest in penmanship and spelling. They are often impatient with routine and directives. Usually they are imaginative and resourceful. They have the ability to apply information in new situations. They do not always test higher on an achievement test.

---

[5]Gertrude Hildreth, Educating Gifted Children (New York: Harper and Brothers, 1952).

The classroom teacher who has the basic responsibility for identifying the gifted may find the following list of characteristics helpful.

The majority of gifted children:

1. Are interested in a wide variety of things and have a knowledge of many things of which other children are unaware.
2. Are able to generalize and rationalize.
3. Are very curious; ask why.
4. Have a good memory; retention comes readily without much rote drill.
5. Read two grades above their grade level; read early in life.
6. Verbalize; possess advanced vocabularies; talk at an early age.
7. Are more sensitive, self-critical, and trustworthy.
8. Show originality, imagination, and creativity.
9. Tend to seek older companions; those in the higher IQ ranges (150 and up) tend to engage in solitary activities.
10. If between IQ 130-140, tend to be better leaders and to have a good social adjustment; above IQ 140, this may be less true.
11. Come from all races, creeds, environments, economic brackets.
12. Have high ability regardless of sex.
13. Are relatively stable emotionally.
14. Have similar play interests to those of average ability but desire more complicated games, rules, and standards.
15. Desire to do things differently.
16. Are superior in height, weight, and general health.[6]

---

[6]California Elementary School Administrator's Association, The Gifted Child, Another Look (Palo Alto, California: The National Press, 1958).

Martin lists the following cautions in the use of teacher judgment.

Teachers:

- Have a tendency to overrate conformity as a mark of superiority.
- Feel annoyance with pupils who manifest independent behavior, display marked curiosity, seek "other ways" of doing things.
- Fail to understand the tendency of some superior learners to "hide their light under a bushel" rather than be considered "a brain" by their classmates.
- Fail to recognize the habit of "getting by," especially in the upper grades, either because of earlier lack of stimulating school experiences or from boredom with what appears to them to be "classroom trivia."
- Often mistake the older ones in the group for the brighter whereas in many cases the youngest will be the brightest.[7]

What Are the Objectives in Developing a Program for Gifted Children?

Educators should strive to achieve the following objectives in developing programs that will meet the special needs of gifted children:

1. Foster the integration of knowledge, regardless of the special interests of either the student or the teacher.
2. Develop the student's own broad cultural background.
3. Recognize the earmarks of intelligence and understand their implications for learning and for teaching.
4. Realize that the intellectual qualities of giftedness render superfluous much of the traditional pattern of classroom instruction, and thus imply special methods such as problem-centered teaching and pupil-teacher planning.
5. Recognize the basic uniquenesses of the talented, understanding those who have been identified as talented.
6. Realize particularly the guidance needs of the talented.

---

[7] Ruth Martin, An Experimental Program for the Gifted Child in Castro Valley (M.A. Thesis, Berkeley, California: University of California, 1955).

7. Gain skill in providing a wide variety of learning activities, especially those that will bring about higher, broader, and deeper levels of experience.

8. Teach with an enthusiasm that transmits a love for learning.

9. Learn when to guide, when to direct, when to "get out of the way."

10. Help students reach a self-satisfying degree of achievement commensurate with their ability.

11. Provide for young minds a new freedom of ideas and explorations.

12. Develop intrinsic rather than extrinsic motivation.[8]

Who Should Teach the Gifted?

Perhaps the most crucial single element in a program of differential education for the gifted is the teacher. The selection of teachers who will guide gifted students should be approached with as much care as the selection of students who will participate in the program. These teachers need to be:

1. Sufficiently secure so they are not threatened by superior ability, performance, and creativity.
2. Flexible and creative persons.
3. Concerned with individual differences.
4. Resourceful.
5. Motivated to teach the gifted.
6. Experienced.

Hildreth points out that the teacher of gifted children needs "to have a wealth of experience combined with a broad cultural background which will

---

[8]L. D. Crow and A. Crow, Educating the Academically Able (New York: David McKay Company, Inc., 1963).

have developed an inquiring mind....sympathetic viewpoints, and a sound philosophy of life. This teacher should be well read beyond the average."[9]

Programs for the Gifted: Differential Education

An efficient identification program presupposes some kind of action. It imparts to teachers knowledge that is indispensable if they are to provide for the individual and group needs of these children. Special programing to develop the capabilities of gifted children is the next logical step.

Any program for gifted children should be based first on the objectives determined for it. A good program begins with good planning. It is one that is locally determined, developed, and implemented. It has continuity and coordination.

Some factors that need to be considered in determining the type of program are the:

1. Size of school and staff.
2. Type of school (rural or urban).
3. Staff qualifications (principal and teachers).
4. Financial resources.
5. Socio-economic level of community.
6. Community resources.
7. Special needs of children.
8. Distribution and number of children.
9. General philosophy of education accepted by school and community.

Programing starts with an assessment of child needs and moves toward providing experiences and an environment which will develop his uniqueness.

---

[9]Hildreth, op.cit.

At all times the teacher must have a comprehensive knowledge of the child. A case study record for this purpose is much more efficient than a cumulative record. These case study records need to be readily available to the child's teachers and counselors.

Types of Programs: Enrichment

The most common type of program for gifted children is enrichment of the curriculum. Under this plan, gifted children remain with their own age group in their own classroom.

> Simply stated, enrichment means more opportunities for the gifted child to go deeper and more widely than the average child in his intellectual, social, and artistic experiences. The nature of the unusually capable student is such that effective enrichment of his education consists not in adding more of the same content and activity to the program but in providing experiences of greater variety or at a more advanced level so as to match his greater variety of gifts and higher level of ability. It is a matter of quality, not quantity.[10]

There are two types of enrichment:

1. Enrichment in depth which enables a student to study more deeply the areas that are part of the regular curriculum. This means working at a more advanced level (vertical enrichment).
2. Enrichment in breadth, which while it is not the most common, leads the pupil to study areas that are related to but not usually included in the regular course of study (horizontal enrichment).

---

[10]Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: University of Chicago Press, 1957).

Kough has listed questions to be considered if enrichment in the regular classroom is to succeed.

1. Has each classroom teacher identified and listed the students who are gifted? If teachers are unable to do this, a well-planned classroom enrichment program is not operating. If only some of the teachers have done it, the gifted child program is not reaching all of the gifted youngsters in the school.

2. Can each classroom teacher describe the specific curriculum modification being made for each bright youngster? Again, if each teacher cannot do this, there is not a complete enrichment program.

3. Does some person have supervisory responsibility for the entire program? Such a person may help classroom teachers in the identification process and provide motivation, ideas, and materials as the program progresses.[11]

Individualization of instruction and a wide range of materials are necessary if the gifted pupil's abilities are to be challenged.

In these words Paul Witty cautions teachers:

1. Don't simply give more work of the same kind given to other pupils. Provide unique, challenging activities, especially geared to their potentialities.

2. Don't require them to spend the same amount of time needed by other pupils on the mastery of skills. They don't need it. Help them get going on more meaningful activities.

3. Don't excuse them from carrying their fair share of room responsibilities. But don't ask them to take over completely such responsibilities.

4. Don't let their potential talents atrophy for lack of imaginative guidance.[12]

---

[11]J. Kough, "Administrative Provisions for the Gifted," B. Shertzer, editor, Working With Superior Students (Chicago: Science Research Associates, 1960).

[12]Paul Witty, The Gifted Child in the Regular Classroom, A Curriculum Letter, No. 18 (Middleton, Connecticut: Wesleyan University, 1955).

Programs: Acceleration

Acceleration refers to the time element in education; that is, progressing through the curriculum more rapidly than normal. Acceleration has long evoked a negative reaction from educators. Yet much published research indicates that moderate acceleration of gifted children, properly used, has many advantages for these children and does not handicap them personally, socially, or academically. This process should be used only after careful and complete study of the individual child. It works best with high achieving gifted children who are physically and emotionally mature.

Terman recommended that children with an IQ of 135 or above should be promoted to permit college entrance by the age of 17 at the latest.[13]

To quote the Educational Policies Commission:

> Acceleration, thus, tends to provide the gifted child with educational experiences that challenge his intellectual abilities. Moreover, it spares him the frustration and the inducement to laziness and superficiality that tend to beset the superior student who is held at a pace determined by classmates of much lower ability. While there are other ways to achieve this end, acceleration is probably the easiest method from the standpoint of both administration and instruction.[14]

There are several methods of acceleration. Grade-skipping is probably the least desirable since this process could leave gaps in the child's learning.

Other methods of acceleration are:

1. Early admittance: This method permits the child to enter first grade at an earlier age than the average youngster.

---

[13]Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up (Stanford, California: Stanford University Press, 1957)

[14]Educational Policies Commission, op.cit.

Early entrance depends upon the child's mental age and reading readiness rather than his chronological age. Research in several states showed that children admitted early were generally superior or equal to those admitted at a regular age. This form of acceleration requires some form of initial testing. (See School Laws of Iowa 282.3(6).)

2. The ungraded program: In this program, grade lines are erased, and pupils are permitted to progress at their own rate of speed. This procedure is being utilized frequently in the primary grades (ungraded primary). However, this technique can and is being used on a variety of grade levels. Independent study is another form of an ungraded program. Completion of the normal work of two or more grades in less than the normal time has several advantages for gifted children. These are:

- The child will be placed with those more nearly his mental and social equal.
- He will be less likely to develop poor study habits.
- There will be no gaps in his learning experiences since material is covered at a faster rate.
- The teachers and the school system will become more aware of the problems and needs of the gifted.
- A year of the child's life will be saved. Many of these children attend some form of postgraduate training to prepare for leadership in the professions,

technology, government, etc. With flexible progression they can complete advanced training and get into productive careers earlier.

3. Advanced credit or placement: At the junior high level some students are being permitted to attend one high school class. At the senior high level some high schools have been holding seminars for college credit or permitting gifted students to attend a college class while still in high school. Advanced placement in college is very similar.

In any type of acceleration, the various types of enrichment should still be used. The school has the responsibility of providing for individual differences. This can only be accomplished in a broadened and enriched curriculum.

Programs: Grouping

Some administrative arrangements for gifted children take the form of grouping for all or part of the day. The concept of grouping has long been a controversial issue with both educators and the lay public. James Gallagher cautions:

> It (grouping) raises images of favoritism, such as giving the best teachers to the fast group, or creating an intellectual elite... The public should be annoyed if grouping becomes merely a means of dispensing favors to influential citizens and their children, rather than being part of an integrated program concerned with the education of the slow and average learner as well as that of the high aptitude child.[15]

---

[15]James J. Gallagher, Teaching the Gifted Child (Boston: Allyn and Bacon, Inc., 1964).

The existing programs tend to stress flexible grouping for various parts of the school program. This enables enrichment procedures to be used more effectively.

Ruth Strang suggests a variety of procedures for grouping:

> An extra subject. Gifted children are often able to carry an extra subject easily. In the elementary school, they may begin the study of a foreign language as early as the third grade. As they grow older, they may enrich their program by an extra course in art, music, typing, shop, or home economics, as well as by advanced work in science, mathematics, history, writing, or other subjects. This type of program is enriching without being burdensome.
>
> A core or block program. In a departmentalized program a class of gifted children may be together for two periods with one teacher. This block form of organization offers opportunities for guidance as well as for the integration of ideas from two or more subjects.
>
> A period or two with a special teacher. While retarded readers are having special instruction in reading, the gifted children may also meet with a special teacher to engage in activities that are more intellectually stimulating than those offered to them in the ordinary class.
>
> Honors programs in social studies, English, physics, chemistry, and mathematics are offered by some high schools to successful students, usually with IQ's of 130 or more. These advanced programs offer an enriched curriculum.
>
> A half day in a special class. In the Major Work Classes in Cleveland, which have been standing the tests of time and evaluation for about 25 years, bright children who are bored in regular classes are brought together for half of each school day. During their hours together, they read widely, discuss subjects of current interest, delve into the past, go on excursions, do many kinds of creative work. This is an enriched rather than an accelerated program. The other half of the day they spend with the heterogeneous group in regular school activities.
>
> A gifted section of a grade. In a large elementary school, there are enough gifted children in each grade to form a special section. In New York City intellectually gifted classes (IGC) offer a special program for children from the first grade on. Above the third grade, admission

to these classes requires an IQ of 130 or over, academic achievement above the grade level, emotional and social maturity, and good health. If there are not enough children in a particular grade to form an IGC of about 30, children with IQ's below 130 may be admitted, but the class is not then designated as an IGC. In the case of school characterized by low socioeconomic level and low mental ability, the bright children in several schools may be sent to a central school where a special class has been formed. Two problems are associated with this method of segregating the gifted: feelings of inferiority may be engendered in some pupils who are not admitted to the special class; and some parents may exert pressure, which administrators must resist, to have their child placed in the special class regardless of his true ability.

Special schools for the gifted. In a special school for the gifted, an enriched educational experience can be offered to children from all parts of a city who give evidence of high abstract verbal facility or other special abilities. For example, children who score high on an individual intelligence test are admitted to the Hunter College Elementary School in New York City. Auditions and other tests are used as a basis for admission to specialized schools of science, music and art, and performing arts.[16]

Cluster-grouping gifted children is another pattern of organization. A cluster-grouped class is one in which the range of ability is limited. Such a class may contain pupils from one or the other end of the scale, but not both. For example, the class may contain the extremely high through the average or from the extremely low through the average. Under this plan several gifted children may be assigned to the same teacher. Since the range of ability has been somewhat lessened, the teacher is better able to provide challenging work for this group. This method of grouping retains the advantages of the heterogeneous class without many of its disadvantages. The gifted children maintain their contacts with pupils of lesser ability and learn to make the necessary adjustments. The average children are

---

[16]Ruth Strang, Guideposts for Administrators (15 Gramercy Park, New York, New York: American Association of Gifted Children).

stimulated by their contacts with the gifted. In the cluster-group the high ability pupils have the challenge of working with children of similar ability.

Special interest clubs have been organized successfully in many schools. This type of grouping depends upon the interests of the students, the capabilities of teachers, and the facilities available in school and community. Groups may change from time to time and may involve several grade levels. Some examples are:

Science and nature study

Photography

Dramatics

Arts and crafts

Newspapers

Folk dancing

Stamp collecting

The success of special-interest grouping depends upon the faculty and the flexibility of the school schedule. It is essential in any program involving grouping that an effective procedure of community communication be maintained.

Enrichment, grouping, and acceleration are interdependent and may occur within the same program. Whatever the program or combination of programs, the major purpose is to provide for the optimum development of each child.

Inservice Education

Any educational program is only as good as the teaching that takes place in the classroom. Modern school buildings and many materials

are no substitute for good teachers. The selection of teachers for gifted children is of primary importance. Preservice and inservice of these teachers are also essential to a quality program. Teachers need to develop a better understanding of the nature of giftedness and of the differentiated programs to challenge gifted pupils.

Workshops, study groups, and demonstrations are types of inservice to provide help in:

- Planning program guidelines.
- Developing curriculum.
- Individualizing instruction.
- Preparing and using materials.
- Making use of case studies.
- Conducting parent conferences.
- Interacting with other teachers who have similar challenges.
- Creating a classroom environment that is warm and informal, where several activities can proceed simultaneously.
- Studying community resources.

The services of consultants and specialists should be made available.

Role of the Principal

The principal, in cooperation with his superiors, has the responsibility of making the program workable within the framework of the total school program. In his role as instructional leader the principal has the opportunity to provide knowledgeable ideas, encouragement, and active support for the program. In order to provide this leadership, he must be well informed about gifted children in his own school and other factors pertinent to making the program a reality.

The kind of leadership exercised by the principal will directly affect the program. The climate of the school will be conducive to meeting the needs of all children if the principal:

- Establishes an atmosphere of high achievement that is conducive to experimentation.
- Values flexibility and ingenuity above conformity.
- Permits deviation from the traditional curriculum offerings.
- Provides for continuity and articulation in the gifted program so that needless repetition is eliminated.

Without this leadership, strong programs cannot develop.

Administrators can encourage individualization of instruction by supplying enriched resource materials to aid teachers. The choice of special materials may be determined by a committee with the help of the principal or consultant. Materials should be chosen to meet the needs of the school.

Certain materials have been found to be basic to most programs. Such resources include:

- A variety of reference books.
- Dictionaries (including an adult edition).
- Almanacs.
- Atlases.
- Newspapers and magazines.
- A variety of maps.
- Science materials.
- The use of a wide variety of library books.
- Many books in the content level on and above grade level.
- Classics, including poetry.

- Creative media.
- Audiovisual materials (especially those adapted to individual and small group work such as tape recorder with headphones, individual filmstrip previewers, record player, radio. These should be easily available: projectors--filmstrip, 16mm, 8mm loop).

Program Evaluation

As a result of the renewed interest in developing programs of differential education for gifted children, much pertinent research is being carried on. If the results of research are used wisely, some of the inadequate programs of the past can be avoided. Joseph Renzulli undertook to determine which characteristics of programs for the gifted are considered by authorities to be the most important. These experts have listed seven key features which they consider indispensible. In evaluating its own program, each district would be wise to check for these features of quality. Renzulli lists these quality practices in the order considered most essential. They are:

1. The teacher: Special attention is given to the selection and training of teachers of gifted students. The district has determined essential qualifications which are listed and serve as a guide in teacher selection.

2. The curriculum: Experiences for gifted students should be recognizably different from the general educational program.

   a. A systematic and comprehensive program of studies should reach all children identified as gifted at every grade level and in all areas where giftedness is educationally significant.

   b. The careful development of distinctive syllabi, methods, and materials guard against a fragmentary or "more of the same" approach.

3. Student selection procedures: Appropriate and discriminating use of several identifying instruments are used at least annually in a systematic program of identification.

4. A statement of philosophy and objectives: These statements take into account the distinction between the objectives of general education and those that have particular relevance to differential education for the gifted.

5. Staff orientation: Maximum effectiveness of the program depends upon:

   a. preservice and inservice of the teachers directly involved in the gifted program.

   b. orientation of the total staff to insure a sympathetic attitude toward special provisions for the gifted.

6. A plan of evaluation: Objective evaluative criteria provide for continued development and modification of programs.

7. Administrative responsibility: A clear designation of administrative responsibility is an essential condition for efficient operation of this program. The person in charge needs sufficient time and resources to carry out his administrative duties.[17]

These characteristics should be useful in identifying areas needing concentration in program development and improvement.

Conclusion

Teaching the gifted is an essential part of the total educational effort. It is encouraging to note that careful planning for gifted children can result in an enriched and strengthened curriculum.

---

[17] Joseph S. Renzulli, "Identifying Key Features in Programs for the Gifted," Exceptional Children (November 1968).

> Programing for the gifted can result in improvement of the total educational program. It can help each person involved to become a more open, more productive, and more interesting human being.[18]

When schools fail to provide adequately for their gifted children, not only are these boys and girls hurt, but society could well be deprived of its most valuable asset, its human resources.

---

[18]Paul D. Plowman, "Programing for the Gifted Child," Exceptional Children, XXXV (March 1969).

S E L E C T E D R E F E R E N C E S

Abraham, Willard. Common Sense About Gifted Children. New York: Harper and Brothers, 1958.

Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School. Project on the Academically Talented Student and National Association of Secondary School Principals. Washington, D.C.: National Education Association, 1960.

Bruner, Jerome S. The Process of Education. Cambridge: Harvard University Press, 1960.

Creativity of Gifted and Talented Children. Edited by Paul Witty. American Association for Gifted Children. New York: Teachers College, Columbia University, 1959.

Curriculum Planning for the Gifted. Edited by Louis A. Fliegler. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

DeHann, Robert F., and Robert J. Havighurst. Educating Gifted Children (Revised edition). Chicago: University of Chicago Press, 1961.

Durr, William Kirtley. The Gifted Student. New York: Oxford University Press, 1964.

Early School Admission for Mentally Advanced Children. Edited by Maynard C. Reynolds. Council for Exceptional Children. Washington, D.C.: National Education Association, 1962. (pamphlet)

Educating the Academically Able. Edited by Lester D. Crow and Alice Crow. New York: David McKay Company, Inc., 1963.

Educating the Gifted (Third edition). Edited by Joseph L. French. New York: Holt, Rinehart & Winston, Inc., 1963.

Education of the Gifted. Educational Policies Commission. Washington, D.C.: National Education Association, 1950. (pamphlet)

The Exceptional Child (Revised edition). Edited by James F. Magary and John R. Eichorn. New York: Holt, Rinehart & Winston, Inc., 1966.

Gallagher, James J. Analysis of Research on the Education of Gifted Children. Springfield, Ill.: Office of Superintendent of Public Instruction, 1960.

Gallagher, James J. Teaching the Gifted Child. Boston: Allyn and Bacon, Inc., 1964.

Gallagher, James J. The Gifted Child in the Elementary School. Association of Classroom Teachers. Washington, D.C.: National Education Association, 1959.

Gardner, John W. Excellence: Can We Be Equal and Excellent Too? New York: Harper and Brothers, 1961.

The Gifted Child. Edited by Paul Witty. American Association for Gifted Children. Boston: D.C. Heath and Company, 1953.

The Gifted Child: Another Look, Monograph 10 of the California Elementary School Administration Association. Palo Alto, Calif: The National Press, 1958.

Gifted Student: Research Projects. U.S. Department of Health, Education, and Welfare. Washington, D.C.: Superintendent of Documents, 1960. (pamphlet)

Hildreth, Gertrude H. Educating Gifted Children at Hunter College Elementary School. New York: Harper and Brothers, 1952.

Kough, Jack. Practical Programs for the Gifted. Chicago: Science Research Associates, 1960.

Martin, Ruth. An Experimental Program for the Gifted Child in Castro Valley. M.A. Thesis, Berkeley, Calif: University of California, 1955.

Meredith, P. 100 Activities for Gifted Children. Palo Alto, Calif: Fearon Publishers, Inc., 1957.

Newland, T.E. "Critique of Research on the Gifted," Exceptional Children, XXIX (April 1963), 391-95.

Otto, Henry John. Curriculum Enrichment for Gifted Elementary School Children in Regular Classes. Austin: University of Texas, 1955.

Plowman, Paul D. "Programing for the Gifted Child," Exceptional Children, XXXV (March 1969), 547-551.

Renzulli, Joseph S. "Identifying Key Features in Programs for the Gifted," Exceptional Children, XXXV (November 1968), 217-221.

Research on the Academically Talented Student. Edited by Kenneth E. Anderson. Project on the Academically Talented Student, Washington, D.C.: National Education Association, 1961. (pamphlet)

Scheifele, Marian. The Gifted Child in the Regular Classroom. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

Scientific Creativity. Edited by Calvin W. Taylor and Frank Barron. New York: John Wiley and Sons, Inc., 1963.

Strang, Ruth M. Guideposts for Administrators. American Association for Gifted Children Pamphlet. New York: Teachers College, Columbia University.

Strang, Ruth M. Helping Your Gifted Child. New York: E.P. Dutton and Company, Inc., 1960.

Talent and Education. Edited by E.P. Torrance. Minneapolis: University of Minnesota Press, 1960.

Taxonomy of Educational Objectives. Handbook I, Cognitive Domain. Edited by Benjamin S. Bloom. New York: David McKay Company, Inc., 1956.

Terman, Lewis M., and Melita H. Oden. Genetic Studies of Genius--IV. The Gifted Child Grows Up. Stanford, Calif.: Stanford University Press, 1947.

Torrance, Ellis Paul. Gifted Children in the Classroom. New York: The Macmillan Company, 1965.

Torrance, Ellis Paul. Guiding Creative Talent. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

White, Winston. Beyond Conformity. New York: Free Press of Glencoe, 1961.

Witty, Paul. Helping the Gifted Child. Chicago: Science Research Associates, 1952. (pamphlet)

Your Gifted Child. Children's Bureau, United States Department of Health, Education, and Welfare. Washington, D.C.: Superintendent of Documents, 1963. (pamphlet)